

ST. LUKE THIRD GRADE - COURSES AND CURRICULUM

The following curriculum chart was created by the St. Luke teaching staff. It was developed for two, main reasons. **First**, it is an internal document for curriculum planners and teachers to use as a means to verify that we are offering a variety of high quality learning experiences for all of our students and that the curriculum addresses all the state standards. **Second**, this curriculum map was designed with our students and families in mind. We believe the information presented on the following page(s) will be appreciated at home because it provides an “at-a-glance” reference regarding the subjects taught at St. Luke’s School.

Please know that the information presented below is intended as an approximate plan and that it is subject to change. Exact due dates and assignments will be given at the classroom level.

Social Studies and Science units will be taught through an IB (International Baccalaureate) PYP (Primary Years Programme) unit planner during the 2018-2019 school year.

| Course | September | October | November | December | January | February | March | April | May | June |
|--|--|--|--|---|---|---|--|---|---|---|
| Religion | Creator and Father Created to Created to Be Together God is Our Father Jesus is With Us | Son of God, Son of Mary Jesus’ good News Following Jesus Jesus Gathers Disciples Jesus Dies and Rises | | Advent, Christmas Community of Jesus Jesus Sends the Holy Spirit The Catholic Church The Church Prays Mary is Holy | | Meeting Jesus Sacraments of Initiation Celebrating Reconciliation Celebrating the Eucharist Christian Living Lent/Easter | | Living Like Jesus Faith, Hope, and Charity Making Good Choices Lent/Easter | Living as God’s Children All Life is Sacred The Rosary | |
| Social Studies | | Cultures contribute to the development of communities | | | Regions are formed based on shared characteristics | | Indigenous people express their culture based on the resources available to them. | | | |
| Science | Weather patterns influence climate | | | Invisible pushes and pulls help operate the world around us | | | | | Animals and the places they live are not constant | |
| Math | Place Value, Addition, Mastery of Basic Facts | Subtraction, Understand Multiplication, Mastery of Basic Facts | Understand Division, Multiplication and Division Patterns Mastery of Basic Facts | Multiplication and Division Mastery of Basic Facts | Apply Multiplication and Division Mastery of Basic Facts | Properties and Equations Mastery of Basic Facts | Fractions Mastery of Basic Facts | Measurement Represent and Interpret Data Mastery of Basic Facts | Perimeter and Area Geometry Mastery of Basic Facts | Geometry Mastery of Basic Facts |
| Phonics/Spelling | Words Their Way | | | | | | | | | |
| ELA ReadyGen Curr. | Realistic Mystery Gasping Garbage Nonfiction Text Features and weather books Paragraph Writing Narrative | Realistic Mystery Gasping Garbage/ Nonfiction weather books Narrative Writing | Historical Fiction Molly’s Pilgrim The Orphan of Ellis Island Informational Writing about a country | Historical Fiction Molly’s Pilgrim/Matchbox Diary/ The Orphan of Ellis Island Informational Writing about a country | Fiction/ Christmas books Opinion Writing The Best Part of Me | <i>The Case of the Gasping Garbage</i> Figurative Language Poetry | Native American Legends/ Biographies Narrative Writing Folk Tales/Fairy Tales/Legends | Biographies Writing Autobiographies | Balto/Stone Fox Research Report Animals | Balto/Stone Fox Research Report Animals |

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| <p style="text-align: center;"><u>Second Step</u></p> | <p style="text-align: center;">SKILLS FOR LEARNING Being Respectful Learners, Using Self-Talk, Being Assertive, Planning to Learn Begin: Recognizing, Reporting, and Refusing Bullying</p> | <p style="text-align: center;">Continue: How to Recognizing, Reporting, and Refusing Bullying</p> | <p style="text-align: center;">Empathy Identifying Others' Feelings, Understanding Perspectives, Conflicting Feelings, Accepting Differences, Showing compassion, Making Friends</p> | <p style="text-align: center;">Emotion Management Introducing Emotion Management, Managing Test Anxiety, Handling Accusations, Managing Disappointment, Managing Anger, Managing Hurt Feelings</p> | <p style="text-align: center;">PROBLEM SOLVING Solving Problems, Part 1, Solving Problems 2, Solving Classroom Problems, Solving Peer-Exclusion Problems, Dealing with Negative Peer Pressure, Reviewing Second Step Skills</p> |
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